

STYLE SHEET



How to Use Writing Style Sheets with Students

Rationale: Each style sheet has been developed and designed for a specific novel and that author's style. The chosen styles are found throughout the work so students will recognize these as they read the selection. These styles will be modeled by students in their own writing to foster development of style.

Procedure: The style sheet should be handed out to students after the teacher has introduced the novel and several chapters have been read. Review the styles and examples from the handout together with students. This helps ensure students will be able to locate the styles in the following suggested options for use.

Options for Use: Students will be working with the novel text. This provides students the chance to consider the selection from the perspective of a writer. Use this opportunity to teach the use of quotations when extracting material from text.

- Place students in small groups. Assign each group one or two styles to locate in the text.
- Assign students to individually locate one example of each style in the text.
- Locate one example of each style from the text together as a whole group.

Transfer: Have students develop a first draft writing on a topic appropriate to the unit of study or course scope and sequence. The teacher will set the requirements for the number of style examples students must use in their writing.

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BUNTING'S Language in Someone is Hiding on Alcatraz Island

1. **PERSONIFICATION** – Use personification to give inanimate objects human traits or characteristics. “I tried to catch them, looked up, and saw Maxie’s eyes jumping all over me.”
2. **SIMILE** – Use a simile to make a comparison between two unlike objects using the words “like” or “as”. “The drizzle of mist lay on me, cold as death.”
3. **VIVID VERBS** – Use specific, high energy action verbs to make your writing more interesting. “The boat lurched and its nose turned toward Alcatraz.”
4. **MAGIC THREE** – Use three or more items in a series, separated by commas that create rhythm or support a point. *Definition from the work of Mary Ellen Ledbetter.* “I dropped it, stepped back, bent my knees, and kicked at the crack with all the strength I had left.”